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ABSTRACT

This C-SPAN publication is intended to serve as a forum, enabling college-level members of C-SPAN in the classroom program to share ideas regarding programming and classroom academic research. This issue explains the different C-SPAN networks and what their purposes are. The publication contains 12 articles written by professors who use the C-SPAN network in their classrooms. The professors discuss how they incorporate the relevant issues broadcasted over C-SPAN's air waves into their study. Subject areas addressed include speech, political communication, broadcast journalism, natural resources issues, history/modern British politics, and U.S. foreign policy. (JAG)

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C-SPAN NETWORKS: PROFESSORS' GUIDE

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C-SPAN IN THE CLASSROOM

FALL 1994

SO 025 760

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C-SPAN NETWORKS: PROFESSORS' GUIDE is published once each year by C-SPAN in the Classroom, the network's free membership service for college and high school educators. This publication is intended to serve as a forum, enabling college members of C-SPAN in the Classroom to share ideas about using the network's programming in college classrooms and academic research.

We welcome your ideas about using C-SPAN in classroom and research projects. Contact the network at C-SPAN in the Classroom, 400 North Capitol St., NW, Suite 650, Washington, DC 20001. For more information about C-SPAN in the Classroom membership, call the toll-free Educators Hotline at 1-800-523-7586.

1994 National Cable Satellite Corp. Educators are encouraged to make copies of the material contained herein for uses that advance the purposes of C-SPAN in the Classroom.

C-SPAN

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Cover Photo from a C-SPAN in the Classroom Professors' Seminar © 1994 Rafael A. Llanos, Jr.

ABOUT THE C-SPAN NETWORKS

C-SPAN Cable Television Networks

C-SPAN's unbiased presentation of public affairs events and liberal copyright policy are two reasons educators find the network's programming valuable for classroom use.

The cable television industry created the Cable Satellite Public Affairs Network in 1979 to provide live, gavel-to-gavel coverage of the U.S. House of Representatives. Since then, C-SPAN's programming has broadened beyond Congress with in-depth coverage of the federal government's executive and judicial branches, as well as other national and international public affairs events. The network's original and ongoing goal is for its programming to serve as a vehicle that allows viewers to judge for themselves and to critically assess current issues. The events that are aired on C-SPAN are unedited and commercial-free.

C-SPAN is America's electronic town hall, providing cable viewers with a link to their government officials in Washington, DC. On C-SPAN, viewers see their own U.S. representative at work on the House floor. With C-SPAN's companion network, C-SPAN 2, viewers can watch their senators debate issues on the floor of the U.S. Senate. And through C-SPAN's viewer call-in programs—conducted every weekday—callers can speak directly to their own legislators, as well as other public policy-makers and journalists.

C-SPAN

C-SPAN's commitment is to cablecast the U.S. House of Representatives whenever it is in session. In addition, the network offers a number of regularly scheduled programs, as well as congressional hearings, election coverage, White House press briefings, university and political party forums, newsmaker speeches, international conferences and other public affairs events at home and abroad.

The C-SPAN Audio Networks

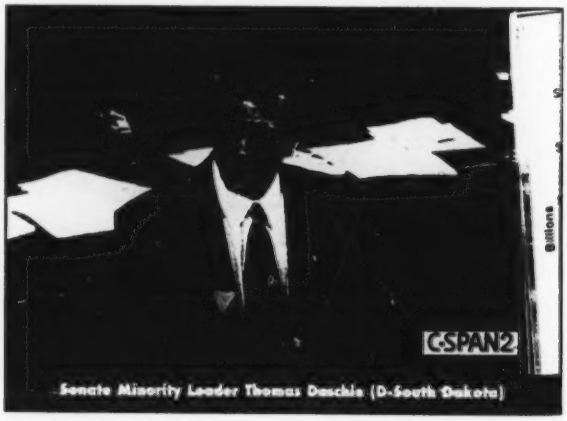
The C-SPAN Audio Networks—C-SPAN Audio 1 and C-SPAN Audio 2—were created in 1989 to complement C-SPAN's television offerings. Provided through your local cable system, these networks provide a global perspective on public affairs, news and cultural events. They are available to your local cable system free of charge and can be part of your total cable package.

C-SPAN Audio 1 is a blend of international, English-language news programs from China, Cuba, Japan, Germany, France, Canada, Korea, Austria, Israel and Sweden, as well as the Voice of America. (Programs are subject to change.) This network also offers special historical programs produced from archival recordings, including memorable political and historic speeches.

C-SPAN Audio 2 airs the BBC World Service live from London, 24 hours a day. The British Broadcasting Corporation offers news, music programs, entertainment and cultural information.

"C-SPAN's Weekly Radio Journal" is an hour-long radio program that offers a balanced synopsis of C-SPAN programming from the preceding week. In addition to airing on more than 80 public and commercial radio stations nationwide, "C-SPAN's Weekly Radio Journal" can be heard every Monday at noon ET/9 am PT on C-SPAN Audio 1.

Speaker of the House Newt Gingrich (R-Georgia)



Senate Minority Leader Thomas Daschle (D-South Dakota)

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Ways to Obtain the Program Schedule

Due to the timely nature of C-SPAN's programming, many events are scheduled daily. Here's how to find out what's on:

Our Schedule Hotline provides the latest C-SPAN and C-SPAN 2 schedules, 24 hours a day — (202) 628-2205.

Program Updates air on C-SPAN at these times:

Weekdays: 7:55 am, 6:25 pm, 7:55 pm ET/
4:55 am, 3:25 pm, 4:55 pm PT.

Saturdays: 7:55 am ET/4:55 am PT.

Sundays: 7:55 am, 7:55 pm ET/4:55 am, 4:55 pm PT.

Computer Information Services America Online, the Internet and X•Press X•Change provide C-SPAN schedule information.

- The Internet: gopher c-span.org
- America Online: keyword is CSPAN

C-SPAN 2

C-SPAN's companion network, C-SPAN 2, was created in 1986 to cablecast all U.S. Senate sessions live and in their entirety. When the Senate is not in session, C-SPAN 2 provides cable subscribers with additional choices in public affairs programming, including timely congressional hearings, newsmaker speeches, election coverage and more.

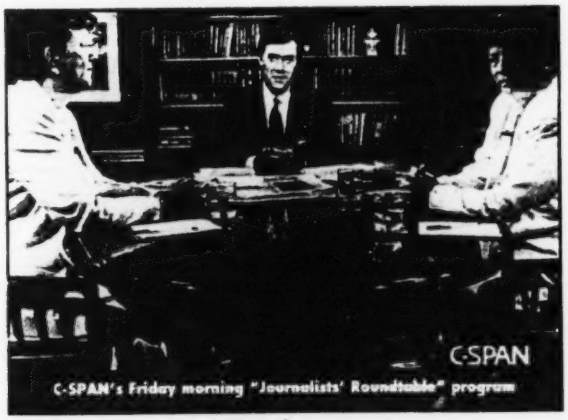
C-SPAN Programming

Events are selected daily for coverage by C-SPAN's vice president of programming and the senior producers of the programming editorial board. Every weekday afternoon, the editorial board meets to choose the events that crews will cover the next day. With six two-camera crews and two one-camera crews, C-SPAN has the ability to cover between seven and 11 events daily. In addition, C-SPAN cablecasts the following regularly scheduled programs:

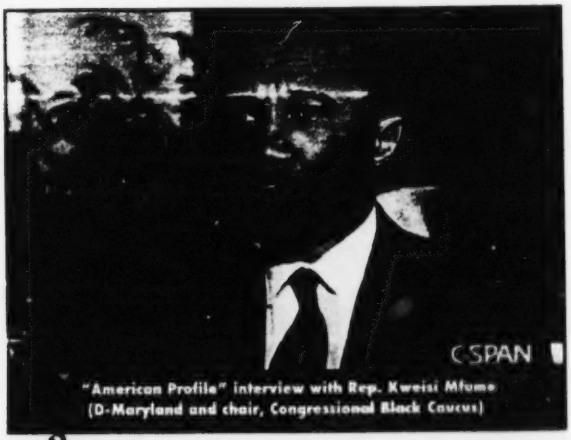
Viewer Call-in Programs

C-SPAN opens the phone lines daily to give cable viewers the opportunity to speak directly with legislators, policy-makers and journalists about the issues of the day.

- Monday: "Events in the News." Two journalists take viewer calls about national issues. 8 am ET/5 am PT.
- Tuesday-Thursday: Guests—usually policy-makers and journalists—take questions from viewers. 8 am ET/5 am PT.
- Friday: "Journalists' Roundtable." Three journalists take part in an open discussion about the news of the week. 8 am ET/5 am PT.
- Monday-Friday: Call-ins are held every weeknight with public policy experts and public policy-makers. 6:30 pm ET/3:30 pm PT.



C-SPAN's Friday morning "Journalists' Roundtable" program



"American Profile" interview with Rep. Kweisi Mfume (D-Maryland and chair, Congressional Black Caucus)

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Viewing Tips

- Events covered each day will generally air on C-SPAN or C-SPAN 2 that same evening or within the next 24 hours.
- To provide you with the most timely public affairs programming, the evening schedule for each day is determined by 7:55 pm ET/4:55 pm PT that same day. The evening's schedule begins at 8 pm ET and concludes at 8 am ET.
- Most programs air at least three times on either C-SPAN or C-SPAN 2, within a week of the date the event was recorded.
- Selected programs re-air on the weekend. Weekend programs will not re-air during the following week. By Friday afternoon a weekend schedule overview is available; specific weekend times are determined by 8 pm ET/5 pm PT the prior evening.
- Occasionally, events C-SPAN covers are designated as "save" programs and are set aside to air at a later time. Because of their content, these programs still contribute to the public policy discussion even weeks after the event occurred. Most "save" programs air on national holidays and when Congress is in recess. These programs are usually scheduled up to 24 hours in advance of their air times.

"American Profile"

On most national holidays, C-SPAN airs in-depth interviews with public officials as well as opinion and business leaders. Call the network's Schedule Hotline in advance of the holiday for more information—(202) 628-2205.

"America & the Courts"

This weekly program provides insight into the workings of the federal judiciary and current legal issues. Although cameras are not presently allowed in the Supreme Court, this program offers a behind-the-scenes look at key cases through interviews with leading legal experts and coverage of speeches by Supreme Court justices.

Saturdays at 7 pm ET/4 pm PT

"Booknotes"

This author-interview program provides in-depth conversations with writers and editors of recently published historical, political and public policy books.

Sundays at 8 pm and 11 pm ET/5 pm and 8 pm PT

Mondays at 6:55 am ET/3:55 am PT

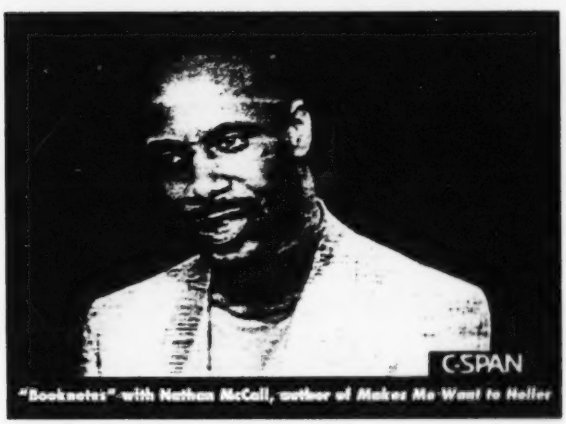
"Event of the Day"

Whether it's the president speaking from the Rose Garden, a press conference from the Pentagon or a congressional hearing on a Supreme Court nominee, the day's top news story unfolds on C-SPAN in its entirety and without commentary.

Weeknights at 8 pm ET/5 pm PT

Congressional Hearings

When Congress is in session, C-SPAN provides access to timely congressional hearings on important domestic and global concerns such as Cabinet nominations, international trade and the federal budget.



"Booknotes" with Nathan McCall, author of *Makes Me Want to Holler*

A session of Israel's legislature, the Knesset, telecast on C-SPAN

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International Legislatures

The network provides a look at international governments by televising legislatures from Japan, Poland, Israel, the former Soviet Union, Germany, Canada, Argentina, Australia, France, Hungary and Mexico, as well as the European Parliament. These programs air periodically on the network.

"Evening News From Moscow"

C-SPAN televises the nightly news from Moscow to provide viewers with an inside look at happenings in the former Soviet Union.

Monday-Friday at 6 pm ET/3 pm PT

Tuesday-Saturday at 7:30 am ET/4:30 am PT

British House of Commons' Question Time

During Question Time, Britain's prime minister responds to members of his own party and the opposition. When the House of Commons is not in session, C-SPAN airs other public affairs programming from Britain.

Sundays at 9 pm and midnight ET/6 pm and 9 pm PT

National Press Club Speeches

C-SPAN televises all National Press Club luncheon addresses, which are given by journalists, public policy leaders and other public figures.

Saturdays at 6 pm ET/3 pm PT

"Road to the White House"

This look to the 1996 presidential election provides coverage of possible presidential candidates. The program will increase in frequency as 1996 approaches. Call the Schedule Hotline for updates.

First Sunday of the month at 9:30 pm ET/6:30 pm PT

The Close Up Foundation

Each week during October through June, high school students, educators and senior Americans discuss current events and issues in the news through programs produced by the Close Up Foundation. Several types of Close Up programs air on C-SPAN, including teleconferences, in-studio discussions, town meetings and student roundtable forums. For more information, contact the Close Up Foundation directly at (703) 706-3579. "Close Up on C-SPAN" airs at the following times:

Mondays at 5 pm ET/2 pm PT

Saturdays at 10 am ET/7 am PT

Sundays on C-SPAN 2 at 5:30 pm ET/2:30 pm PT

C-SPAN in the Classroom Membership

C-SPAN in the Classroom is the network's free membership service for college and high school educators. Over 9,500 educators are members of C-SPAN in the Classroom and are entitled to the following benefits:

The Educators' Hotline

C-SPAN in the Classroom encourages members to stay in touch through a toll-free number reserved solely for teachers. By calling (800) 523-7586, educators can receive information about any of the services described here, as well as same-day programming updates.

C-SPAN Professors' Guide

This guide is intended to serve as a communication vehicle between college-level members who use the network's programming in the classroom or for academic research. Professors are encouraged to submit their own ideas for possible use in upcoming issues.

The C-SPAN in the Classroom Staff, from left: Yolanda Stokes, Liz Barton, Nancy Jackson, Joanne Wheeler, Larry Pratt

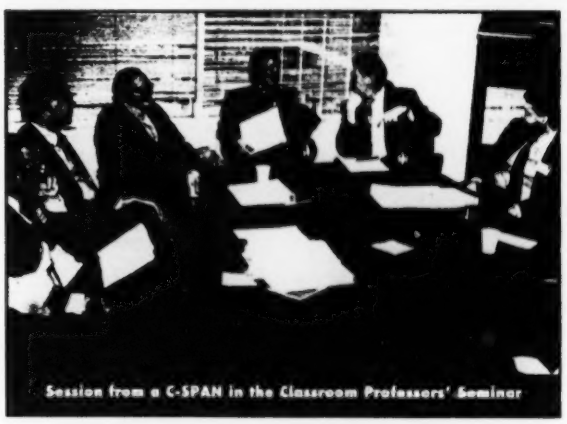
Liberal Copyright Policy

C-SPAN encourages educators and degree-granting educational institutions to tape the programming produced by the network for educational use. No prior permission from the network is required as long as taping is for classroom or research use, not for commercial sale or political purposes. This liberal copyright policy allows teachers to air the network live, record programs at school or home, assign students to watch a program or create their own videotapes for classroom use. In addition, C-SPAN programs may be retained in perpetuity for future school use. There is no fee for using C-SPAN as a teaching resource according to these criteria.

Seminars for Professors

Every year, C-SPAN in the Classroom hosts three two-day seminars for college-level educators who are interested in using the network's programming to enhance classroom learning. Applications to attend the seminars are mailed to the C-SPAN in the Classroom membership. Prospective participants may also contact the network on the Educators' Hotline to request an application.

Invited attendees spend two days in Washington, DC. They learn how to integrate C-SPAN into coursework, participate in sessions designed to demonstrate and evoke a wide variety of applications, and meet with C-SPAN staff who address issues related to classroom use of the network's telecasts (copyrights, videotape editing, obtaining programming information and more).



Session from a C-SPAN in the Classroom Professors' Seminar

Applications are encouraged from professors from two- and four-year colleges and universities who have never attended a C-SPAN Seminar for Professors and are interested in learning about the network's potential classroom uses. The seminar's interdisciplinary format will be of particular interest to professors of political science, mass communication, journalism and speech communication; however, instructors of all disciplines are invited to apply.

One of the three annual seminars for professors is an Advanced Workshop. The workshop highlights special C-SPAN programs and provides time for further discussion about using the network's programming for teaching and research. Previous seminar participants are invited to apply.

Faculty Development Grants

For the fifth consecutive academic year, the network will award faculty development grants redeemable for $500 worth of videotapes of C-SPAN's programming from the Public Affairs Video Archives at Purdue University. These grants are awarded to college and university professors who submit creative proposals for using the network's programming in the classroom or in research projects.

Since the program's inception, C-SPAN has awarded faculty development grants to instructors of political science, speech communication, journalism, public administration, law, business and other disciplines.

Applicants should send a 500 to 750 word description of the project in which they plan to use C-SPAN programming, along with their curriculum vitae, to Joanne Wheeler, Manager of Education and Marketing Services, 400 North Capitol St., NW, Suite 650, Washington, DC 20001. Proposals are reviewed and grants awarded on a rolling basis throughout the school year.

The Public Affairs Video Archives

Since 1987, the Public Affairs Video Archives at Purdue University has videotaped, indexed and archived all programming cablecast on both C-SPAN and C-SPAN 2, operating independently and with the full support of C-SPAN. The Archives makes videotapes of these programs available for purchase by educators.

The following features make it easy to find out about the Archives' holdings, select tapes for classroom use and discover research possibilities.

Toll-free Phone Number

This number—(800) 423-9630—is an easy way to contact the Archives about program availability and cost, as well as any of the services discussed here.

Videotapes for Purchase

Educators can purchase videotapes of any C-SPAN programming. Call the Archives for information on pricing.

Affiliate Memberships

Archives' affiliate members can borrow tapes and are eligible for discounts on purchases. In addition, members receive monthly program updates via electronic mail or fax and have access to the Archives' comprehensive on-line database.

Electronic Mail and Topic Searches

All of the Archives' staff are connected to the Internet and can respond electronically to inquiries about holdings. Electronic searches can generate program listings for individuals, committees, countries, key words or event sponsors.

CD-ROMs

The CD-ROMs, produced by the Archives, are a chronicle of C-SPAN public affairs programming for the years 1991 and 1992. They contain full abstracts of all C-SPAN programs, complete full-text transcripts of 8,700 public affairs events and software designed especially for teaching and research. CD-ROMs for subsequent years will soon be available.

Special Catalog Supplements

Throughout the year, the Archives publishes catalogs describing programs that are available in the fields of legislative studies, communications and other topics.

Compilation Tapes

Every year, the Archives creates compilation tapes that contain excerpts of longer C-SPAN programs. The following compilation tapes are among those that are available: "How a Bill Becomes a Law: The Clean Air Act," "American Government Highlights," "Gulf War Debate," "Campaign Commercials," "1992 Campaign Classics" and "Democratic and Republican Convention Highlights."

Transcripts

For some C-SPAN programs, the Archives offers transcripts obtained from an independent transcription service. (See page 8.)

Research Conferences

Educators from communications and political science came to Purdue University in November 1992 for the Archives' first research conference. Another 30 educators attended the first summer institute, "Researching the Modern Congress," in late June 1993. Other conferences are planned for the future.

Dr. Robert X Browning, director of the Public Affairs Video Archives at Purdue University

Publications

C-SPAN publishes and distributes publications that can be used as supplemental texts in many disciplines. Bulk orders are available. To order the publications listed below, call the network's fulfillment house at (800) 523-3174 between 8 am and 10 pm ET/5 am and 7 pm PT.

C-SPAN's U.S. Congressional Directory

This photo directory of the members of Congress provides biographical information, addresses, phone numbers, committee assignments and much more.

Gavel to Gavel

A guide to the proceedings of the House and Senate, this publication is specifically geared toward watching Congress on television. (C-SPAN and C-SPAN 2, respectively, air the House and Senate when they are in session.)

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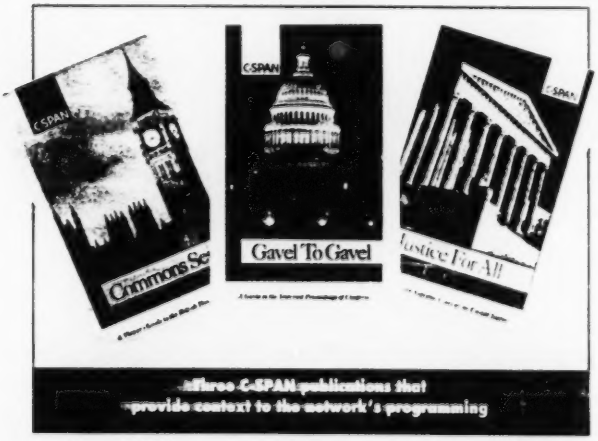
Justice for All

This guide to the federal judiciary includes a history of the Supreme Court, landmark decisions, details of the confirmation process and a roster of justices. (C-SPAN's "America & the Courts" airs Saturdays at 7 pm ET/4 pm PT.)

Commons Sense

A C-SPAN viewer's guide to the British House of Commons, this booklet features an overview of Parliament and a glossary of terms. (Question Time with the prime minister airs on C-SPAN every Sunday at 9 pm ET/6 pm PT.)



three C-SPAN publications that provide context to the network's programming

Transcripts

Transcripts of selected C-SPAN programs, including some National Press Club luncheon speeches, "American Profile" and "Booknotes" interviews, are available for purchase. Transcript announcements are made at the end of the program. When offered, transcripts may be purchased by writing to C-SPAN Transcripts, c/o Tapewriter, P.O. Box 885, Lincolnshire, IL 60069.

C-SPAN APPLIED IN THE COLLEGE CLASSROOM

The following articles were written by college professor members of C-SPAN in the Classroom. These educators share innovative techniques for using C-SPAN programming across a wide range of disciplines.

Readers are invited to submit their own ideas about using C-SPAN in classroom and research projects. For submission guidelines, write to C-SPAN in the Classroom, 400 North Capitol St., NW, Suite 650, Washington, DC 20001 or call the Educators' Hotline at (800) 523-7586.

Communications/Speech

C-SPAN: A Key Resource for Contemporary American Public Address

Ferald J. Bryan
Department of Communication Studies
Northern Illinois University, DeKalb, IL

Once a year at Northern Illinois University, I teach an upper-level course titled "Contemporary American Speakers and Speeches." Through my use of numerous C-SPAN videotapes, students who take the course are reminded of the value of public address and the power that it still has in American society.

Syllabus for "Contemporary American Speakers and Speeches"

The course begins with a two-week introduction to three of the most commonly used approaches to rhetorical criticism: "traditional" (or "neo-Aristotelian"), "dramatistic" (or "Burkeian") and "generic." Readings from *Contemporary American Public Discourse*, edited by Halford Ross Ryan, and Richard L. Johannesen's *Contemporary American Speeches* provide students with examples of these three types of rhetorical analysis. To demonstrate how each technique can be applied, I show a C-SPAN videotape of President Clinton's inaugural address in its entirety and then conduct a structured discussion of the key points of analysis suggested by these techniques.

Sen. John Danforth (R-Missouri) speaking on the Senate floor

After this orientation to rhetorical criticism, we study the six units of speeches outlined in Johannesen's *Contemporary American Speeches*: "Speeches That Increase Understanding," "Speeches That Affirm Propositions of Fact," "Speeches That Affirm Propositions of Value," "Speeches That Create Concern for Problems," "Speeches That Affirm Propositions of Policy" and "Speeches That Intensify Social Cohesion." I ask students to read the texts of the speeches and then view a videotape of the speech, if available.

Many of the speeches in the Johannesen volume can be purchased from the Public Affairs Video Archives at Purdue University. My department and I have purchased most of the tapes that correspond to the printed texts available in *Contemporary American Speeches*, including the following:

- President George Bush, "War With Iraq" from January 16, 1991
- President George Bush, "A Just War" from January 28, 1991
- Gov. Mario Cuomo (D-New York), "Is Government Working?" from September 10, 1990
- Sen. John Danforth (R-Missouri), "Against a Constitutional Amendment Banning Flag Burning" from October 20, 1989
- Sen. Sam Nunn (D-Georgia), "Against Granting War Powers to the President" from January 10, 1991

In addition, I use the following speeches covered by C-SPAN that have corresponding texts in Halford Ross Ryan's *Contemporary American Public Discourse*:

- President George Bush, inaugural address from January 20, 1989
- Gov. Ann Richards (D-Texas), Democratic National Convention keynote address from July 18, 1988

Analysis Activity: Persian Gulf War Speeches

One activity involving C-SPAN videotapes has been particularly effective in this course: an analysis of 1991 speeches by President George Bush and Sen. Sam Nunn (D-Georgia) on the Persian Gulf War. Undergraduates see the conflict with Iraq as "their" war, and the rhetorical techniques used by Bush and Nunn seem relevant to them. I first ask students to read Nunn's speech, "Against Granting War Powers to the President"; then, we view the C-SPAN video of the speech. Next, I assign the reading of George Bush's "War With Iraq" speech and show the corresponding video. The subsequent class discussion focuses on the issue of "war rhetoric" either as a significant genre or special "act of drama" in the political life of the United States.

I spend at least three hours a week viewing C-SPAN and keep a blank video cassette close by so that I can tape a particularly important presidential or congressional speech for possible use in my class. C-SPAN is a key resource that helps me keep this course truly contemporary for my students.

Works Cited

Ryan, Halford Ross, ed. *Contemporary American public discourse*. 3rd ed. Prospect Heights, IL: Waveland Press, 1992.

Johannesen, Richard L., et al. *Contemporary American speeches*. 7th ed. Dubuque, IA: Kendall-Hunt, 1992.

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Communications/ Political Communication and Rhetoric

C-SPAN's Seminars for Professors

Janette Kenner Muir
Department of Communication
George Mason University, Fairfax, VA

One of the most exciting aspects of C-SPAN in the Classroom is its Professors' Seminars. These seminars are offered twice a year for professors who want to learn how to incorporate C-SPAN programming into their teaching and who want to better understand the C-SPAN philosophy. In addition, starting this year, an Advanced Workshop for Professors will be offered to graduates of the Professors' Seminars. The workshop will highlight special C-SPAN programs and provide time for further discussion about using C-SPAN for teaching and research.

I have been involved in over a dozen seminars as an attendee, a presenter and finally as a moderator. I can say without doubt that the Professors' Seminar is one of the best meetings an educator could ever attend. Developed by professors for professors, the seminar has an interdisciplinary focus. Professors of political science, mass communication and journalism, and speech communication are usually in attendance, and other disciplines are occasionally represented. These professors come from universities, small colleges and community colleges across the United States. Some attendees consider themselves

Communications/Broadcast Journalism

Raw News for the Classroom: C-SPAN in a Broadcast Journalism Class

Roger L. Sadler
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Before C-SPAN came into existence, I had difficulty finding uncut press conferences and news interviews for use in my broadcast journalism class. To provide students with a chance to see and write about such events, I had to arrange a time outside of class where they could view a press conference, board meeting or other news gathering. On top of that, I wanted to take them beyond local meetings. That's when C-SPAN came to the rescue. C-SPAN's coverage of major news events brought "raw" reporting to my classroom.

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"C-SPAN junkies," some are avid users of C-SPAN programming in their classrooms and others are just getting started. Discussions are often lively and stimulating—there is something for everyone.

A typical seminar consists of a packed two-day schedule covering a full array of information about the network: programming, copyright issues, interviewing styles, the Public Affairs Video Archives at Purdue University and teaching models. Time is spent discussing how one gets started using programs for teaching, and sample segments are provided to help professors identify what might work in their classrooms. One of the seminar's highlights is the opportunity to talk with the network's CEO Brian Lamb, Senior Vice President Susan Swain and other staff members about C-SPAN's mission and policies. The exchange of ideas between network staff and professors underscores the fact that C-SPAN wants to learn as much from us as we want to learn from the network. Other highlights include participation in a live C-SPAN call-in program and an "insider's" tour of Capitol Hill.

If you have yet to attend one of these educational seminars, consider doing so. If you have attended a seminar in the past, think about applying for an Advanced Workshop. Your time will be well spent, and you will learn a great deal about C-SPAN's philosophy and commitment to education.

For a great in-class learning experience, I have the students write a story after viewing a press conference or other news event aired on C-SPAN. (I record C-SPAN programs at home and bring them to class.) When possible, we then compare student stories with network coverage of the same event. Did the students leave out valuable information that the networks put in? Did the students include something they feel the networks should have included? This use of C-SPAN's programming allows my students to see that separating the chaff from the grain is a daily part of a journalist's job.

We also discuss what video bites are most likely to be used in a network news story. For example, why did the network reporter choose to use a particular 15-second bite from a press conference that may have lasted a half-hour?

I have found two events covered by C-SPAN especially useful for such in-class exercises: the November 30, 1993, bill-signing ceremony for the Brady Bill and a press conference featuring U.S. Rep. Tim Penny (D-Minnesota) regarding his spending-reduction bill, which had recently been defeated.

In-Class Exercise: Signing Ceremony for the Brady Bill

Several individuals spoke at the bill-signing ceremony for the Brady Bill. From C-SPAN's complete coverage of this event, I chose to show my students speeches by two individuals: President Clinton and a private citizen named Melanie Musick. (Video bites from these two speeches were used in a network news story that I later showed in class.) I showed C-SPAN's coverage of the Clinton and Musick speeches for the class, and we discussed which sound bites from this event were most likely to have been used on national newscasts. Then, we watched a national network's coverage of the ceremony to see which bites were actually chosen.

The students were fairly adept at picking out the bites that were used by the networks. The networks had chosen a bite of President Clinton telling a story about his boyhood days and learning to use guns for hunting. The president used this story to support his assertion that the Brady Bill would not affect gun use for hunting or recreation. The Musick bite that was shown by the networks was more emotional. She talked about the day when she learned that her husband had been shot and killed at random in a public place.

President Clinton and James Brady during the November 30, 1993, signing of the Brady Bill

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We then discussed why the network news story we watched in class contained no video clips of President Reagan's press secretary, James Brady, or his wife, Sarah Brady, who also had spoken at the ceremony. After all, the bill was named after James Brady, who had been seriously wounded in the 1981 attempted assassination of President Reagan. Because of head injuries suffered in the assassination attempt, Brady read in a halting manner from a prepared script. Students theorized that Brady's somewhat stilted delivery may have prevented some reporters from using bites from him. They also deduced that reporters chose not to use bites from Mrs. Brady because she acted as "emcee" for the bill-signing. The class decided that her comments, as a result, were less emotional than those of Clinton and Musiek.

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This exercise was an excellent way to show students that news gathering is a subjective process. Students learned that reporters from other networks might use the same bites, portions of bites or entirely different bites. They also saw that each reporter uses certain bites in accordance with his or her own writing style.

In-Class Exercise: Press Conference with U.S. Rep. Penny

After our discussion about the Brady Bill ceremony, I played a portion of the press conference by U.S. Rep. Tim Penny (D-Minnesota). I used this as an example of an event that received no coverage on major network newscasts.

At the press conference, Rep. Penny was addressing a newly formed grassroots citizens' group concerned with deficit reduction. The House had recently defeated the spending-reduction bill sponsored by Rep. Penny and Rep. John Kasich (R-Ohio).

Neither I nor my students saw any mention of this press conference on any national newscasts. What factors determined the use or nonuse of this particular news conference? One student suggested that it may have been because the Penny-Kasich measure had been defeated seven days prior to this

Communications/News Media

Ross Perot in the 1992 Presidential Campaign: Using C-SPAN to Analyze Media Coverage

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One of my primary objectives in developing classroom assignments is to provide a correlation between theory and the real world. C-SPAN videotapes provide a unique opportunity to meet this teaching objective.

The C-SPAN application described here is useful in cross-cultural communication and mass media courses. The influence of journalistic interpretation on public perception is analyzed in the context of businessman Ross Perot's 1992 presidential campaign.

Ross Perot rose from relative obscurity in the spring of 1992 and within seven months received 19 percent of the popular vote in the 1992 presidential election. As Perot became known by the public, questions began to arise regarding his sensitivity to diversity issues. I recognized this as an opportunity to use C-SPAN as a teaching resource and to show students how researchers study such issues.

The Public Affairs Video Archives at Purdue University provided me with a listing of all of the presentations Perot delivered during the presidential campaign (January - November 1992) that were covered by C-SPAN. A total of 55 presentations are available on videotape. I chose to use 14 videotapes that are representative of Perot's presentations in content, context and format.

Our classroom hypothesis was that Perot's presentations would contain statements conveying insensitivity to diversity issues. This hypothesis was based primarily on newspaper reports of Perot's July 11, 1992, speech to the NAACP convention. *The Washington Post* reported, "Perot drew a cool reception when he referred to blacks as 'you people.'" (July 12, 1992). In addition, the *Chicago Tribune* referred to Perot's use of "you people" and "your people" as a "gaffe in his speech that offended some in the audience as racially insensitive" (July 12, 1992).

There is no widely accepted paradigm for analyzing a speaker's sensitivity with diversity issues. Playing the

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tapes in class allowed students to draw their own conclusions regarding Perot's sensitivity, promoted lively discussion and enlightened students on the role of mass media in creating public perceptions.

Surprisingly, the videotapes disproved the hypothesis that Perot's presentations would convey insensitivity to diversity issues. The following is a collection of statements made by Perot conveying sensitivity to diversity in America. (Dates of the statements are in parentheses.) "Our diversity is our strength, we've turned it into a weakness.... If you hate people I don't want your vote" (October 11, 1992). "If you don't mind living in a society where one out of eight women is raped, I don't want your vote" (May 5, 1992). "We're not going to turn the clock back. Segregating would hurt the economy" (March 18, 1992). "Our country will not be great until we are all united and equal.... I cannot be free until we are all free" (July 11, 1992).

The use of C-SPAN programming to study this subject is particularly relevant because in this type of inquiry *what* is said and *how* it is said are equally important. C-SPAN videotapes allow students to analyze—without mass media interpretation—the words of public figures.

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Ross Perot during his 1992 speech to the NAACP

press conference, so the story may have been considered "old news." Another student commented:

"C-SPAN may cover it, but the major news media in a half-hour newscast don't have the time to report on *every* politician or political group that has a press conference in Washington." Yet another student observed that perhaps the national networks felt they had more "important" news to cover in their half-hour newscasts that night.

Other questions came up regarding the lack of coverage of the Penny press conference: Was this a news day that was dominated with major crises? Did network reporters think the individuals involved had nothing new or exciting to say on the subject?

These are all basic concepts about news gathering that I try to get across to my students every semester. C-SPAN is a great tool to help students see these concepts applied in the real world of broadcast journalism and to get them thinking about the gatekeeping process in news. Through these exercises, students learned about the factors that influence how much attention, if any, a particular story will get on national news.

Such C-SPAN exercises are also useful for teaching writing skills. I have had students compare their "news stories" with those of network news reporters. In what ways did national reporters use language to bring out certain points about the story? Was any reporter's story especially good or especially bad?

To end the exercise on a humorous note, I asked my students, "Hey, why don't we set up a local C-SPAN for our community?" Appropriately, the students laughed. Our college town, including students, has a population of about 30,000. Gathering enough local news for our six half-hour TV newscasts each week is enough of a challenge. Rarely do we have to cut stories from our newscasts like producers of national newscasts frequently do.

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These C-SPAN exercises show beginning news students that broadcast news on a national level involves more discretion and "weeding out." National news reporters and producers have to choose from a *wide* array of national and international stories each day. These in-class exercises using C-SPAN take my students beyond small-town broadcast news and introduce them to a "higher level" of news gathering.

Forestry/Natural Resources Issues

Using C-SPAN to Teach About Natural Resource Issues

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Forestry education tends to be somewhat provincial. Just as the forest is divided naturally into the North, South, East and West, students of forestry and natural resources often have a difficult time understanding the different management philosophies in other regions. Forestry students at southern universities tend to think of the forest resource as being owned by regular people like their families, relatives or farmers (and they're right: nonindustrial private forest land in the East is 70 percent of total forest land) or owned by forest industry (another 20 percent). These forestry students have a hard time understanding why federal timber policies are such a "big deal" out West.

Forest statistics can explain a large part of the reason for this. Almost three-quarters of the nation's commercial timberland is in the eastern United States. The remaining quarter is concentrated on the Pacific coast and in the northern Rocky Mountain states. Two-thirds of the western commercial timberland is in public ownership. Before the recent controversies over the spotted owl, ancient forests and timber harvesting in old-growth forests, nearly 50 percent of western timber harvests came from public lands, while less than 10 percent of eastern harvests took place on public land.

Using C-SPAN coverage of forest policy decision-making at the national and regional levels, I can help forestry and natural resource students understand the forestry issues in other parts of the country. Over the last two years, the net-

Communications/News Media

Using C-SPAN to Decode the News—and Develop Citizenship

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About 10 years ago, I began teaching "Introduction to the News Media" in our small community college in upstate New York. This consumer-oriented news course gives students a critical understanding of the news media, helps them develop personal strategies for decoding the news and encourages them to use alternative news sources.

After attending a C-SPAN in the Classroom Professors' Seminar several years ago, I started collecting videotapes of C-SPAN programming from the Public Affairs Video Archives at Purdue University. I have now developed a library of C-SPAN videos on such topics as news-gathering techniques and problems, journalistic ethics, legal issues and business developments. Students can draw on these videotapes to prepare for structured classroom discussions.

Most of the C-SPAN videos I use feature conferences sponsored by such groups as the Annenberg Washington Program, the Freedom Forum and the Joan Shorenstein Barone Center, as well as other more ideologically based media organizations. Students become immersed in the issues while they view these discussions between leading journalism practitioners and critics.

In the course, groups of students share information and insights from print or electronic resources by giving short verbal reports on specific topics. The verbal reports are followed by questions and group discussion. Each student in the group selects an appropriate print, video or audio resource relating to the group issue. They then study these materials at home and prepare a short verbal report for the class. Several days before each

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student presents the verbal report, he or she must submit a one- to two-page typed outline which is distributed to all other students in the class. In effect, the student becomes the expert on this topic.

This activity enables students to develop a variety of skills. Students share the responsibility for providing factual information while spending a lot of time in active group participation. While viewing the tapes at home, they develop critical listening and note-taking skills by using the medium which is often their primary source of news: television. The marriage of the content (the issues and topics) with the process (viewing and note-taking) helps students learn how to be active television viewers. The prepared outlines help the students focus on the topic, and the in-class reports and subsequent discussions extend the dialogue on the issues that are of most importance to the students. In this way, students become willing participants in a dialogue about the news media's function in the political arena. More important, students get a better understanding of their responsibilities as citizens who must depend on the news media for the information they need to participate in a democratic society.

At the end of each semester, students submit a detailed evaluation of how the course has affected them as news consumers. Thus far, student response has been favorable and encouraging, with students often realizing that being a citizen means evaluating the sources of their news and information, as well as understanding current issues.

In addition, by viewing C-SPAN's long-form tapes of conferences, many students develop a new-found interest in and appreciation for the more traditional print news and information sources, including mainstream and alternative newspapers, magazines, government reports and special interest group investigations. By the end of the course, they also have a better understanding of the service C-SPAN provides through its unbiased coverage of public affairs events.

work has covered many forestry-related events, including the following:

- President Clinton's April 2, 1993, Forest Conference in Portland, Oregon
- The Agriculture Committee's joint hearing on harvesting in old-growth forests
- Former Secretary of the Interior Manuel Lujan's address on off-shore drilling for oil in California
- Former Secretary of the Interior Manuel Lujan's plan for spotted owl protection
- An Environmental Law Institute forum on administrative appeals of timber sales

I found C-SPAN's coverage of the Portland Forest Conference especially useful. During this event, President Clinton, Vice President Gore, several members of the president's Cabinet and other key administrators met with local community members, forest industry leaders, environmentalists, scientists and forestry educators.

Until my students saw the actual people and problems involved in major forest policy decisions, they thought of curtailing old-growth timber harvests to protect an owl as a "short-term forest inventory problem." Their textbooks tend to talk about trees and timber inventory, seldom mentioning the economic and social aspects of using this inventory. Viewing this conference helped my students understand the socio-economic implications of forest policies.

During the conference, local residents discussed economic uncertainty, polarization, frustration and fear. Loggers pointed out that the median income for a person living in Trinity County, California, is $13,900. "We don't have a whole lot to compromise with at that rate," they said. "Don't send us money. Let us work. We need these jobs. We need that pride." Forestry professionals asked, "What does society want for and from their forests? How do they want to make a living? How do they want the Pacific Northwest to look? How much assurance do they want that endangered species will survive and flourish?" Local people showed their anger about the control over their livelihood by federal and state natural resource agencies, environmental groups and large timber corporations with out-of-state headquarters. An executive vice president of Weyerhaeuser Company said, "There must be a vision. You can't have a vision established by the

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courts; you can't have a vision established by three different regulatory agencies; you can't have a vision established by everyone pulling in every direction." One of the questions addressed by the conference, "Where do we go from here?" was answered by a member of the Yakima Indian Nation: "We go home to worried families and stressed ecosystems."

Such national and regional debate on these forestry and natural resource issues adds tremendous depth to forest policy and management courses at the university level. There is no better way to move beyond the textbook than a "real-world" C-SPAN presentation. And the real world is all that C-SPAN presents.

Political Science/Political Behavior

"Real-World" Politics in a Political Behavior Course

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In the fall semester of every election year since 1972, students in my junior/senior-level political behavior course have analyzed select contests for the U.S. Senate. Their objective: to predict the winner of one of these contests and justify their predictions with research and analysis. To add some real-life excitement to this project, I require them to turn in their papers predicting and justifying the candidate they've chosen by noon on Election Day, even though the voters—at the very moment the students' papers are due—are still in the process of deciding who will win the contest!

My students have always followed the last two to six months of their Senate races by subscribing to a major newspaper of the chosen senator's state. In addition, in the last several years, they have begun to use C-SPAN as a resource as well. They now watch for debates between the Senate candidates in their states as well as programs on the year's Senate campaigns, such as party briefings and political commercials. I encourage them to watch C-SPAN programs in which incumbent senators up for re-election might be appearing—viewer call-in shows and the like. If the chosen race features an incumbent or a House member making a race for the Senate, I urge them to watch that incumbent or House member on C-SPAN fulfilling her or his duties as a legislator (all the while campaigning, of course).

The Senate Campaign Activity

I begin this activity by selecting approximately 25 Senate contests which—at that point in the campaign calendar—appear to be the most competitive of the year. Then, I provide a brief overview of each of these Senate races and ask

History/Modern British Politics

Question Time on C-SPAN: A Classroom and Archival Resource

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As a historian, I teach several courses on modern British politics. The vast bulk of my teaching concerns periods and events before House of Commons debates were televised and available on videotape. Nevertheless, I have found it possible to use Commons material from the Thatcher and Major administrations in two ways.

First, I have found that even a brief look at the actual functioning of the Commons during Question Time with the prime minister helps students understand the nature of the parliamentary system. Students often have real trouble understanding the workings of the Commons. They tend to underestimate the importance of party discipline, imagining that members are relatively free to vote as their consciences or constituents dictate. Students learn about the significance of party affiliation and discipline by seeing the physical layout of the Commons, with its strict separation of government and opposition benches, and hearing the rather vitriolic exchanges between members during Question Time.

In addition, a look at the behavior of the Commons during Question Time helps students understand the importance of verbal ability and presentation in British politics. I have found it especially useful to show one particular video document during my final lecture of this course: Sir

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Geoffrey Howe's resignation speech prior to the fall of Mrs. Thatcher. This 20-minute speech is a wonderful mechanism for bringing students into the drama of "high politics." It provides a good opening for a general discussion of the nature of "Thatcherism," the personality of Mrs. Thatcher and the reasons for her fall.

Second, I have been able to use the Question Time tapes as an archival resource for students. A few students every year wish to write a final research paper on political life or controversies during the Thatcher or Major administrations. These students once relied on printed Commons debates; now, however, they can view the actual debates and get a better feel for the principal players in any particular controversy. Even when these resources are difficult to integrate into a class as a whole, they can be a precious resource for the individual student.

House of Commons Speaker Betty Boothroyd during Question Time

students to choose the one they want to follow. Their work then begins!

In September, students try to become "experts" on their chosen state. They research the state itself in areas such as current political situation (including the current election year's primary election); political history (major figures, events and election results for state and congressional elections for the past two decades); demographics; and structure of the economy.

This first phase of the students' research is crucial. If they do a thorough job, they will have the foundation needed to help them interpret their chosen Senate elections. When the students begin to feel comfortable with the background information they have gained, they are prepared to study the chosen Senate race.

Throughout the month of October and the few days of November prior to Election Day, the students are busy analyzing the chosen Senate contest as it unfolds. By reading an in-state daily newspaper, they find out about the candidate's position on various issues, keep track of what is happening in the state and in both Senate campaigns, study polls on how the race is going, sense the importance of the statement "all politics is local," and determine what that might mean for their particular race. They are also busy writing up their analyses, summing up their research and beginning to draw their conclusions.

Finally, on Election Day, they turn in their "prediction papers." The accuracy of the students' predictions plays a tiny part of my evaluation of their work. In fact, the most important use of their projections is to play a little game in which the students try to "out-predict" the professor. Members of the class announce their predictions during class on Election Day, and I announce my own independent projections for all of the Senate races that have been followed by the class. We then hold a contest to see who correctly predicted more races: the class or the professor!

Using C-SPAN to Follow the Campaigns

In 1990, I attended a C-SPAN Seminar for Professors. As I returned to my home campus, I knew that I wanted to make some significant changes to my Senate election project assignment.

That year, for the first time in my classes, students analyzing one of the Senate races had the opportunity to use C-SPAN to see their candidates "in the video flesh." They watched the candidates debating one another. They watched the candidates campaigning for office. They could actually watch some of the television commercials being aired to

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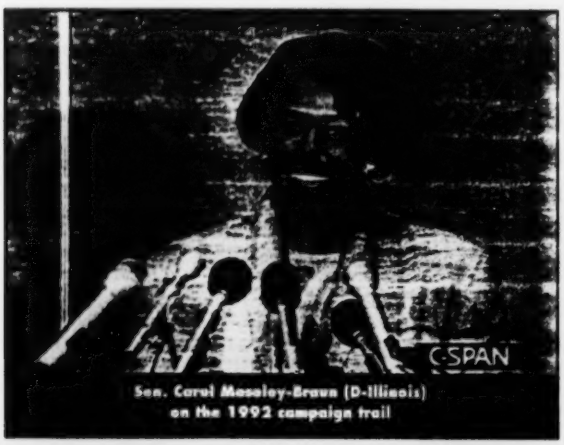
"sell" the candidates, just as though they were voters being wooed. Students reported that C-SPAN coverage helped them feel as if they were in the state during the election, watching it unfold before their eyes. In that first election in which we used various C-SPAN programs, students were overwhelmingly positive about the benefits C-SPAN provided them.

By the time the 1992 Senate races were underway, I had designed numerous improvements on my use of C-SPAN in this class. In addition to the contemporary programming on the Senate contests and candidates in 1992, we made use of archival material. If an incumbent was seeking re-election, we went to the indices at the Public Affairs Video Archives at Purdue University to see when the senator had appeared on C-SPAN and which appearances could be useful. If a senator running for re-election had chaired important hearings, the tapes were viewed and an opinion of the senator could be constructed.

I urged students to make use of videotapes compiled by the Purdue Archives, such as the "Senate Campaign Update and Commercials" tapes created in 1988 and 1990. Both of these compilations include campaign updates and party briefings on the Senate campaigns of that year as well as a collection of campaign commercials from various Senate races. I also used segments of these tapes in the classroom to illustrate various points about television and politics.



Sen. Carol Moseley-Braun (D-Illinois) on the 1992 campaign trail

Political Science/
American Government and Politics

A TV News Exercise to Increase Critical Thinking Skills

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In my introductory American government and politics class, I utilize C-SPAN programming to help my students develop critical thinking skills. I offer them extra credit for participating in hour-long study sessions—usually held three times during the semester—during which we use the following TV news exercise.

For each session, I create a 45 minute videotape that consists of two parts: C-SPAN's "Event of the Day" coverage from a particular day (aired at 8 pm ET/5 pm PT, Monday through Friday) and coverage of the same event by other networks' evening news programs (PBS, ABC, CBS, NBC and CNN). (During the spring semester each year, I begin the tape with the president's State of the Union message.)

After watching this videotape, the students evaluate each network's coverage of the event by answering a series of

Beginning with the Senate elections of 1994, I plan to help students make much greater use of the Purdue Archives. I also will probably make enormous use of the C-SPAN Educators' Hotline to learn about program schedules and the like. In addition, by the time my students do the Senate election project for the 1996 election cycle, I will possess video files of campaign commercials for each election going back to 1988. Students will be able to see what an incumbent senator did with commercials six years ago when he or she last ran for the Senate.

Students always evaluate this project positively. Many say it gives them a chance to take what they learned in a classroom and apply it to a "real-world" situation. I find that it not only gives them a chance to analyze a real political case study but also shows them the value of building a firm research foundation. Students take theories from the pages of our texts and test them in the crucible of a Senate election contest.

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five questions:

1. Did each network cover the event?
2. How much time was devoted to it?
3. Did each network consider it a major story (i.e., devote three minutes or more to it)?
4. Was the event presented as straight news or presented with comments and evaluation?
5. How does the commercial coverage compare with C-SPAN's as to objectivity, clarity and completeness?

We then discuss students' evaluations of these media sources, including C-SPAN's "fly on the wall" approach, PBS's "point-counterpoint" presentations and the commercial networks' limits of time, economies, institutional approaches and market considerations. I base the students' grades for this assignment on these evaluations.

It is time consuming and difficult to videotape C-SPAN's "Event of the Day" and select and edit the news media's coverage of that event. However, taping the five news programs and editing these to match the "Event of the Day" is well worth the effort. Students report that the exercises are eye-opening and that the resulting class discussions are among the most informative and important aspects of the course.

The addition of what I call the "C-SPAN component" has made student evaluations even more positive. Future students in my political behavior course are likely to be much better informed about their Senate races than those students who completed the project before I began using the network's programming. C-SPAN has improved what was already an excellent student project.

Political Science/First Amendment Rights

The First Amendment Establishment Clause Comes Alive With C-SPAN

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"The (C-SPAN) videos were the best introduction I've seen on how differences over rights can become a lawsuit and then become a Supreme Court case." "The tapes really made the 'establishment of religion' phrase of the First Amendment come alive."

The above comments are from students who were interviewed after taking a 1991-92 course at the University of Georgia, "The First Amendment, Religion and American Society," in which C-SPAN video documents—many created from the network's weekly "America & the Courts" program—were used to analyze a Supreme Court case. The course was one of the special short courses sponsored by the Bill of Rights Educational Collaborative of the American Historical Association and the American Political Science Association, and supported by the Pew Charitable Trusts. The students, who are also school teachers, were recalling the sessions in which school prayer was discussed in relationship to First Amendment guarantees, using the case *Lee v. Weisman* as the current example.

In the process of selecting readings and other instructional materials for the course, I found that most textbook readings regarding separation of church and state were outdated. As alternatives, I sought information and analysis in law newsletters, newspapers and news magazines, in addition to videotapes of C-SPAN programming from the Public Affairs Video Archives at Purdue University.

Several taped interviews related to *Lee v. Weisman* were listed in the Archives indices. I selected one in which plaintiff Robert Lee was interviewed and another in which the defendant, Daniel Weisman, and his daughter were interviewed. The tapes were made only a few weeks before the course began and were far more current than textbook material we had on the issue. Moreover, they provided a human dimension to the issue of school prayer and to the specific case. My use of these tapes turned out to be pivotal for the students, not only because of the information and personal insights on rights which they provided, but also because of the way in which they demonstrated the use of video documents in analyzing a public issue.

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As with any documentary material, the effectiveness of the tapes in instruction is dependent on the context in which they are used. In this course, readings and lectures provided background on the precedent for the case, the changing makeup of the court, the close 5-4 decision in a recent related case and a summary of the arguments in the *Lee* case. The class examined the interpretation of the Establishment Clause of the First Amendment as well as the current issues related to it. After the class viewed the videotapes, a panel of diverse clergy and a philosophy professor discussed issues of separation of church and state with the students.

The Case of *Lee v. Weisman*

The case of *Lee v. Weisman* was initiated by Daniel Weisman, father of a student in a Providence, Rhode Island school. At issue was the practice of a benediction or prayer as part of graduation ceremonies. Mr. Weisman's daughter objected to the inclusion of prayer in the public school graduation ceremony. (Over the years, the school principal had rotated the invitation to lead the prayer to clergy of various denominations.)

Arguments revolved around the precedent of the "Lemon test" set in the 1971 case *Lemon v. Kurtzman*. Under *Lemon*, governmental activity violates the Establishment Clause of the First Amendment if it fails to satisfy any of three requirements: (1) the activity must have a secular purpose; (2) it must not advance or inhibit religion; and (3) it must not foster excessive entanglement with religion. One question raised was whether the prayer traditionally offered at the school graduation in Providence failed to meet the requirements set down in the *Lemon* case. Another question was whether the "Lemon test" was outmoded and likely to be thrown out by the Court.

The District Court decided in favor of the Weismans. The appeal to the U.S. Court of Appeals for the First Circuit was also decided in their favor. The Providence School Board then decided to appeal the decision to the U.S. Supreme Court, and the Supreme Court agreed to review the First

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Political Science/American Government

Video Review: The Archives' "1993 American Government Highlights" Compilation

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The Public Affairs Video Archives at Purdue University has compiled the third in a series of videotapes designed for use in American government courses. The 110-minute "1993 American Government Highlights" tape includes excerpts from C-SPAN coverage on a wide variety of political events over the year. It gives students the opportunity to directly observe the political system, and it is a valuable complement to traditional textbooks and lectures.

The events covered in this tape focus on some of the major political stories of 1993: the budget, gays and lesbians in the military, the Ginsburg nomination to the Supreme Court, the floods in the Midwest, the "Motor Voter" bill, and the line item veto. The 13 segments of the tape were selected "to correspond to the traditional outlines of American government courses. For example, federalism is illustrated by an excerpt of President Clinton's meeting with midwestern governors and citizens to address federal emergency flood relief.

Using the "1993 American Government Highlights" tape to bring C-SPAN into the classroom has obvious benefits. Little time and effort are needed to select video segments for classroom use. The segments run from one to 13 minutes in length, easily becoming part of a class rather than taking the place of one. Furthermore, the excerpts represent a good mix of issues and institutions. They can be used in a week by week format, following the standard course outline, or rearranged and combined to develop different themes.

The segments that are included in the tape provide a lot of opportunities for creative use. For example, seven of the 13 segments relate in part to the debate over Clinton's economic plan and the larger question of the budget deficit. They could be used to provide a miniature case study of the budget process, to discuss competing values reflected in the budget, or as a resource for a class simulation of budget decision-making.

While each of the segments was chosen to coordinate with a specific American government topic, all of them

provide students with an opportunity to pursue a number of themes. The segment in which Ruth Bader Ginsburg responds to her nomination to the Supreme Court is a good example of this. She expresses her gratitude for the nomination and discusses the evolving role of women in the legal profession, her philosophy about the role of judges and her love and respect for her family. At the end of her remarks, questions are asked by the media, and President Clinton displays anger with the tone of the first question. The event then ends abruptly. This segment could be used in the classroom to frame a number of student discussions. The media's relationship with the White House is an obvious topic, but so are the role of women in law and government, the proper role of judges in applying and interpreting the law and the importance of the individual in politics.

In using the "1993 American Government Highlights" tape, the brevity of each segment is a plus but requires the instructor to compensate by providing students with a brief explanation of the segment's context. Some segments are more self-evident than others.

Given the large number of programming hours C-SPAN produces in a year's time, it is tempting to quibble about the absence of specific segments on the tape. The tape could be strengthened by broader representation of women and minorities, especially since the 1992 elections resulted in significant increases in the presence of both groups in Congress and in the White House. However, the segments that are included do a good job of addressing major American government topics.

Professors who would like to enable students to observe American government concepts and theories in actual practice can do so by using the "1993 American Government Highlights" tape.

JUDGE RUTH BADER GINSBURG C-SPAN

Ruth Bader Ginsburg accepts the president's nomination

Circuit Court's ruling. Thus, the school principal and the school district became the plaintiffs in the Supreme Court case which was heard in November 1991. In June 1992 the Court issued its decision, holding that the "Lemon test" had been violated. The majority opinion stated that the practice of having invocations in public school graduations "creates an identification of governmental power with religious practice, endorses religion, and violates the Establishment Clause" (*Law Week*, 1992).

The Videotapes' Effect in the Classroom

Although argued before the Court during this course, the decision was not handed down until after the course had concluded. Consequently, this case was ideal for arousing interest and motivating study as the students tried to predict the outcome. Additionally, the case placed the establishment of religion issue in a school setting familiar to the teachers in the course.

Today, many of the teachers who took the course use copies of the tapes in their own classrooms as they teach about the First Amendment, the Establishment Clause and freedom of religion. (When we purchased the tapes, we obtained permission from the Purdue Archives to reproduce the tapes for teachers in the class.) Several teachers have expressed how the tapes have enriched their lessons on the First Amendment. Like our university faculty, the teachers are learning to videotape other appropriate C-SPAN programs to further enrich studies of law, history, government, international relations and public affairs generally.

The C-SPAN interviews, panel discussions and on-site recordings offer a wide variety of in-depth, interdisciplinary resource material on significant public issues. In a period when most television news and information is offered in sound bites, the expanse and depth of C-SPAN's public affairs coverage is a breath of fresh air for academic users.

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Political Science/American Foreign Policy

Creating a New Course With C-SPAN: "Intelligence in the Post-Cold War World"

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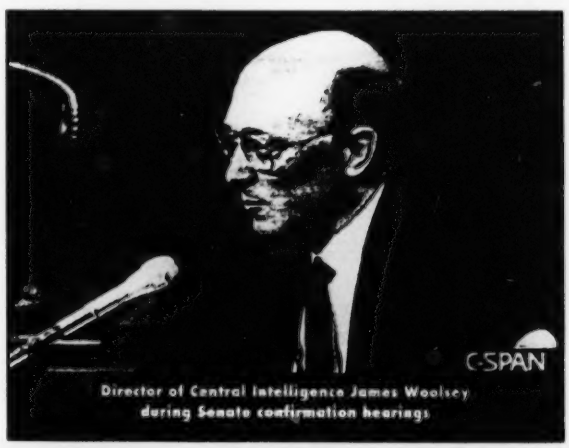
A combination of events in 1993 provided me with an opportunity to fully incorporate C-SPAN programming into my teaching. I received a sabbatical from my university and a $500 C-SPAN faculty development grant redeemable for videotapes of C-SPAN programming from the Public Affairs Video Archives at Purdue University. In addition, I received an invitation from the Center for the Study of Intelligence at the CIA to attend a conference called "The Teaching of Intelligence." The two intelligence courses I had been teaching were rapidly becoming outdated, so I took advantage of my sabbatical to design a new course, "Intelligence in the Post-Cold War World," incorporating C-SPAN materials from the Archives.

My decision to design a course around C-SPAN programming stemmed from my participation in a June 1991 C-SPAN Professors' Seminar. Based on the techniques I learned there, I presented a videotape case study of the Persian Gulf War to my American foreign policy and my politico-military strategy classes. Student reaction to the case study was favorable, so I decided to use C-SPAN materials in the classroom on a regular basis.

Creating the Course

The first step in creating "Intelligence in the Post-Cold War World" was to put together an outline of the topics to be covered. I was particularly interested in new intelligence targeting priorities, new collection techniques and the potential restructuring of the intelligence community. The U.S. House and Senate Select Committees on Intelligence held hearings on these and other topics, and the Bush administration was actively engaged in conducting its own study of the same questions as it tried to head off congressional efforts.

The next step was to contact the Public Affairs Video Archives at Purdue University in order to use my faculty development grant. Archives staff used their computerized information retrieval system to pull together a list of existing tapes on intelligence-related topics, and I found that several types of material were available. I was pleased to find videotapes of public speeches by four present or former directors of Central Intelligence including William Colby,



Director of Central Intelligence James Woolsey during Senate confirmation hearings

Stansfield Turner, William Webster and Robert Gates. Some of the speeches were made in the aftermath of the Persian Gulf War. Others occurred after central European states had won their independence but before the disintegration of the Soviet Union. There were also two or three speeches that had been given after the Soviet Union lay in shambles.

Available C-SPAN videotapes featuring congressional hearings on intelligence matters took several forms. The tapes included Senate confirmation hearings for Robert Gates and James Woolsey, in addition to hearings on congressional oversight of the intelligence community, its organization and potential restructuring. Finally, "state-of-the-world" presentations on current trouble spots were offered, as well as specific briefings on new areas of concern like nuclear proliferation, terrorism, economic intelligence and the future of covert action.

Clearly, there were tapes on more different topics than I could possibly use. I used three methods to choose my tapes. First, many of the Archives' lists of videotapes featured brief content descriptions. Second, in the case of the public speeches of "sitting" directors of Central Intelligence, the CIA's Office of Public Affairs was frequently able to provide written texts of the presentations. Finally, I referred to the published accounts of the congressional committee hearings in the "government documents" section of our university library. By using all three techniques, I was able to assess the nature of the materials before ordering them.

Techniques for Using C-SPAN in the Classroom

I use the tapes in several ways in the classroom. In most cases, I show relatively short segments as a background for lectures. For example, former Director of Central Intelligence William Colby spoke to Washington Center interns on September 7, 1991. He identified four major post-World War II intelligence "revolutions": the centralization of analysis, technological change in information gathering, congressional oversight, and new roles and purposes assigned to the intelligence community. I use each portion of the speech separately as the basis for launching a longer lecture on the topic. All of the tapes contain a running time sequence guide at the base of the viewing screen, so it is possible to set up the tape at the proper starting point before each class begins.

On another occasion, on November 3, 1992, Mr. Colby spoke to a forum at the American Stock Exchange on the topic, "Economic Intelligence: The New Game for Spies." This particular speech is only 24 minutes long, so I show it in its entirety, then comment upon it.

The congressional hearings are usually rather lengthy. I use the preliminary statement by the guest witness and show segments of the question-and-answer follow-up only if they are particularly significant. Since the preliminary statements also can last for an hour or so, I usually break them down into 10- to 15-minute segments, following the topical pattern of the major points presented to maintain continuity and coherence.

Preparing to use the tapes in the classroom does take some preliminary work. I view the tapes, keep a running record of the time sequence along with notes on the specific topics covered, then type up "viewing guides" for my own use in preparing lecture notes. I only have to do this once, then I'm ready to "roll 'em." I get to the classroom at least 10 minutes early, test the VCR and monitor to make sure they are functioning properly and advance the tape to the proper segment.

Has the work been worth it? We will find out in the fall semester of 1994 when I offer the new course for the first time. My feeling is that I have gained an enormous amount of information in a truly exciting way. If past experience is any guide, my own enthusiasm will be reflected by the students who enroll in the course.

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